A PLANNING MANUAL FOR IMPLEMENTING THE REVISED SENIOR HIGH SCHOOL INSTRUCTIONAL PROGRAM

Department of Education
Fredericton, N. B.
May 1986

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SECOND PRINTING
JUNE, 1986

DEPARTMENT OF EDUCATION
FREDERICTON, N. B.
MAY, 1986

ISBN 0-88838-665-6

TABLE OF CONTENTS

		Page
INTRODUCTION		1
SETTING THE STAGE FOR EFFECTIVE CHANGE AND SUCCESSFUL IMPLEMENTATION		3
PLANNING FOR IMPLEMENTATION		5
	The Superintendent and School Board	
	The Principal and Staff	
	Informing the Students and Public	
	Articulation with Post Secondary Education	
	Implementation Time-Line	
	Provincial Support	
	Resource Documents	
SCHEDULING CONSIDERATIONS		15
	Sample School Calendar For Seven Day Cycle	
	Potential Impact of New Compulsory Courses on Existing Organization	
CHOOSING A SCHEDULING SYSTEM		21

Appendices

Appendix One	Four Models of Instructional Organization Used to Schedule Seven Credits a Year	23
Appendix Two	Three Tumble Scheduling Models With Six Daily Instructional Periods	24
Appendix Three	Two Tumble Scheduling Models With Five Daily Instructional Periods	27
Appendix Four	Two Tumble Scheduling Models with Seven Daily Instructional Periods	29
Appendix Five	Configurations Used to Combine Single-Period Full-Year Courses And Double-Period One-Term Courses	31
Appendix Six	Sample Timetable and Possible Student Schedules for a System Combining Single-Period Full-Year Courses and Double-Period One-Term Courses	32

INTRODUCTION

This planning manual has been prepared by the Department of Education to assist district and school administrators to effectively implement at the local level the revised senior high school program. It supplements and assumes knowledge of the description of the program published by the Department in the Spring of 1986 under the title SENIOR HIGH SCHOOL PROGRAM AND ORGANIZATION: POLICY AND RELATED INFORMATION.

The organization of the manual reflects the natural progression that occurs as school staffs move from setting the stage for change through planning, consultation, and decision-making to the goal of implementation. Suggestions and direction are provided on the organization and support that will be required throughout the entire process.

A Secondary School Reorganization Committee has been established by the Department of Education to coordinate and monitor senior high school reoganization. This committee is responsible for providing information to districts, schools, and interested groups on senior high school reform; it is active in advising on policy and in developing draft policy documents; it is concerned with providing assistance to key personnel in the schools on organizational requirements and scheduling; it will review district and individual school reorganization plans and proposals in terms of feasibility and provincial guidelines; and it will monitor implementation activities throughout the reorganization period.

Notes

SETTING THE STAGE FOR EFFECTIVE CHANGE AND SUCCESSFUL IMPLEMENTATION

The revised senior high school program contains a number of significant changes that affect many people and organizations involved with secondary education. The successful implementation of this program in each New Brunswick high school requires a clear understanding of who will be responsible for leadership during the implementation period, the meaningful involvement and preparation of those to be directly affected by changes in the program, a well enunciated implementation procedure, a support system, and the time for adequate planning and training.

Each school and district has its own special characteristics, and can be expected to implement the program in its own way, making appropriate adaptation to the local context. Implementation seen in this light becomes an individual process. It will occur gradually and incrementally in all schools, with understandable variations in timing, pacing, expectations and immediate outcomes. Observing the basic principles of effective change will help each school administration achieve the common goal of successful implementation of the revised high school program. These principles are, in summary:

1. Defined Leadership
2. Involvement and Preparation of Those Affected
3. Enunciated Procedure
4. Adequate Support Systems
5. Adequate Time

Notes

PLANNING FOR IMPLEMENTATION

Implementing the revised high school program will be a cooperative activity involving district and board personnel, school staff, and the Department of Education. Important aspects of the leadership that school districts are expected to give to facilitate the reorganization process at the local level will be to encourage the active participation of teachers, trustees, and parents in both planning and implementation; and to ensure that the local implementation plan is consistent with the philosophy, objectives and expectations of the revised program.

The Superintendent and School Board

The superintendent must ensure that the Board of School Trustees becomes totally familiar with the content of the revised high school program, and thoroughly considers the impact of the new system on current educational practice and organization.

The superintendent has the responsibility to ensure that an overall local planning committee and necessary sub-committees are organized.

An initial essential task will be the analysis of current resources, both physical and human, in the context of future requirements. Areas covered should include staff qualifications, teacher workloads, school facilities and potential enrolment patterns, including enrolment shifts. Local time-lines must also be established. A 1975 OISE publication, SEMESTERING THE SECONDARY SCHOOL, contains five sections on change (pages 43-49) that suggest specific areas of attention that should be addressed. These are: (1) Awareness and Preplanning, (2) Orientation of the Staff, (3) The Committee Structure, (4) Preparing for the Decision, and (5) The Decision.

The leadership role of the superintendent in the implementation process may be summarized as follows:

A. Provides leadership and assistance in the development of local implementation plans.

B. Directs and advises on the deployment of the human, financial and plant resources required to implement the new program.

C. Provides for ongoing consultation, articulation and cooperation among the several levels of educational jurisdiction and responsibility, including the Department of Education.

The Principal and Staff

The degree to which the leadership responsibility of the superintendent will be shared with or assigned to the high school principal will vary by district, and be influenced by a number of factors. The leadership role of the high school principal is critical to the entire implementation process, and cannot be minimized.

In defining and establishing the leadership role of the principal, it is important to recognize that the principal's response to change will greatly influence teacher behavior. Administrative reactions and expectations will be a model for staff response, and significantly affect the tone of staff participation in the implementation process.

An effective leader will recognize that it is the teacher who ultimately implements programs and develops teaching and learning strategies appropriate to the needs of students and the local community. In this context the principal provides active and ongoing support for staff development; and the opportunities, resources, and encouragement necessary for teachers to sustain their efforts in implementing new programs. In this endeavor, the following suggestions for teacher involvement should be fully applied.

A. Show concern for both the substantial and emotional issues that will occur during implementation.

B. Involve all staff members affected by change in decisions that direct the course of implementation. This will do much to develop understanding, relieve stress and encourage cooperation.

C. Develop staff willingness and readiness to participate in the implementation process by responding to ingenuity, rewarding commitment, and promoting solution-seeking.

D. Keep all staff members fully informed and up to date. Through a network of both formal and informal communication, allow information to pass freely among staff and between staff and administration. Staff members should have access to all committee meetings, notes, and minutes.

E. Develop an inservice and retraining plan. One small change in a program can have a strong ripple effect. Changing a course-offering will influence the enrolment in others, and may create new teaching assignments.

Informing the Students and Public

The superintendent and high school principal share the responsibility to provide to both students and their parents, clear and complete information on program and scheduling changes, especially as this relates to new graduation requirements. Basic tasks include the following:

A. Provide principals and counsellors in all junior high feeder schools complete information on changes in the program and curriculum of the high school. (This could include joint conferences involving appropriate personnel from both the junior and senior high school systems.)

B. Ensure that the senior high school counselling services can adequately support students in their course selections, particularly in view of the removal of senior high school program categories, the introduction of new scheduling patterns, and changes in the new compulsory core.

C. Develop and distribute to students and their parents a local program booklet that describes the new high school program, changes in scheduling, and entrance requirements of post high school institutions.

D. Organize special student forums or assemblies for the purpose of thoroughly explaining the adjustments being made in the overall senior high school program.

E. Provide information meetings for parents and other interested citizens.

Articulation with Post Secondary Education

To provide the necessary program articulation between the high school and the colleges and universities, the Department of Education will establish closer links with post secondary institutions.

Implementation Time-Line

Much local planning and study activities will need to continue through 1986-87 in order to implement the seven-credits-a-year organization in September 1987.

Full implementation will require a minimum three-year phase-in period. Following is an illustration of changes in graduation requirements and in the total possible credits attainable during this three-year implemenation period:

	Previous Years	Year 1	Year 2	Year 3
Graduation Requirements:	Pass a minimum of 15 credits	Pass a minimum of 16 credits	Pass a minimum of 17 credits	Pass a minimum of 18 credits
Total Possible Credits:	Enrol in a possible 18 credits	Enrol in a possible 19 credits	Enrol in a possible 20 credits	Enrol in a possible 21 credits

This illustration assumes that a school implements a seven-credit-per-year system for all three grades in the first year of implementation. For such a school there will be a gradual increase in graduation requirements. Students graduating in Year 1 will be required to successfully complete 1 additional credit for a total of 16. Students graduating in Year 2 will be required to complete 2 additional credits for a total of 17. Students graduating in Year 3 will be required to successfully complete 18 of a possible 21 credits.

Provincial Support

As noted in the INTRODUCTION, a Secondary School Reorganization Committee has been established by the Department of Education to coordinate and monitor senior high school reorganization. This committee is responsible for providing information to districts and schools, advising on policy, providing assistance on organizational and scheduling requirements, reviewing school reorganization plans, and generally overseeing implementation activities.

The curriculum development required by reorganization is being conducted by the Program Development and Implementation Branch. Two major curriculum projects are currently underway: (1) the development of new courses for the compulsory core, and (2) the review and revision of existing courses to meet the requirements of the new credit system.

The Department of Education recognizes the prime importance of teachers in the successful reorganization of the secondary school. Funding and other support for teacher inservice and retraining will begin in the school year 1986-87 through the Staff Development/Retraining Project. This project will have a provincial component and school district component. The provincial component will concentrate on initiatives which focus on common critical issues, while the school district component will emphasize activities and programs which are of concern to individual schools and school systems.

To work effectively, the project will need the active support and cooperation of the teacher-training institutions, the teachers' association, and the school trustees. Planning, developing, implementing, and evaluating is a shared responsibility and will require a concerted effort.

The following activities will assist in the implementation of the reorganized senior high school program.

(1) Regional meetings in April and May 1986, at which the Secondary School Reorganization Committee presented the policy and information document on the revised high school program to trustees, superintendents, principals, and selected district and school personnel.

(2) This planning manual, which is intended as a basic reference for school and district planning.

(3) Opportunity for district and school administrators to meet with Secondary School Reorganization Committee to review individual school reorganization plans.

(4) A provincial scheduling conference for school principals and others in early fall, 1986.

(5) Continuing consultation with educators and educational interest groups including meetings of school and district personnel and trustees.

Resource Documents

The following list of resource documents relate to change, school organization, scheduling, policy, programs, and services.

Dempsey, Richard A. and Traverso, Henry P. SCHEDULING THE SECONDAY SCHOOL. Reston Virginia: National Association of Secondary School Principals, 1983.

Fullan, Michael 'Change Processes and Strategies at the Local Level' The Elementary School Journal. Vol 85 No. 5, University of Chicago, 1985.

King, A. J. C. et al. SEMESTERING THE SECONDARY SCHOOL. Toronto: OISE Press, 1975.

Raphael, Dennis et al. 'Debunking the Semestering Myth'. Canadian Journal of Education. Vol. 11, No. 1, 1986.

SENIOR HIGH SCHOOL PROGRAM AND ORGANIZATION: POLICY AND RELATED INFORMATION, New Brunswick Department of Education, Fredericton, 1986.

Rutherford et al. 'The Role of the School Principal in School Improvement Efforts'. Research and Development Centre for Teacher Education, University of Texas at Austin, 1983.

Notes

Notes

SCHEDULING CONSIDERATIONS

The decision to implement a 21 credit system to replace the traditional 18 credit system has resulted in wide ranging investigations of scheduling systems. The following list of scheduling considerations should be carefully reviewed before any administration makes a decision on how to change from scheduling 18 credits to scheduling 21.

A. The technical aspects of scheduling should not be seen as a limiting factor in implementing the revised high school program.

B. Scheduling is affected by a considerable number of factors that vary from school to school, each of which should be examined before a scheduling system is selected. These are:

- busing
- school plant
- noon hour activities
- extra-curricular activities
- testing periods
- examination schedules
- marking periods
- reporting schedule
- turn-over time between terms
- parent-teacher conferences
- student enrolment
- part-time students
- number of full-time staff
- number of part-time staff
- shared staffing arrangements
- potential teaching loads
- potential preparation time
- courses requiring multiple time blocks
- work education time requirements

C. A widely used time allocation for a single class or period is 50 minutes. Any significant deviation from this traditional period length will require changes in teacher methodology and instructional organization.

D. Subjects can be scheduled in a tumbling or rotating pattern over a period of several days, or in a partial semestered approach. These systems provide alternatives for those choosing to schedule seven credits a year in ways other than in a seven period day.

E. Tumbling patterns require the development of a year long calendar, that is, they work best with each day in each cycle assigned to a specific date. Special daily patterns may be formulated for special occasions. For the return of examinations it may be advantageous to schedule all courses on a single day, and for assembly days and sports days it may be advantageous to compress the regular daily schedule to provide the required activity time. All predictable events should be shown on the yearly calendar.

Chart One illustrates the scheduling of a six 50 minute period day in a seven day cycle, with a specific calendar date assigned to each day in every cycle, as well as to assembly and sports days; seven period days; holidays; examination and marking days; and professional development, administration, and parent-teacher days.

F. In some circumstances it may be advisable to schedule certain related vocational subjects in daily sequence. This can be accomplished by freezing such courses into specific sequential periods so that they do not become separated by other courses in a tumbled time-table.

G. Scheduling in many schools must provide for students to participate in work education. This can be accomplished by freezing work education time into specific periods, usually the last of the day.

H. The introduction of new and increased graduation requirements will result in many changes in enrolment patterns. (Recall the impact of making Health and Physical Education 112 compulsory.)

Chart Two illustrates the potential impact of the new compulsory course increases on subject area teaching time, staff reassignment or retraining, the timetable, school facilities, and core subject textbook requirements. Predictions are based on provincial norms and reflect differences that exist between composite and academic schools.

Chart One

Sample School Calendar: 1985/86
Six 50 Minute Periods a Day in a Seven Day Cycle

First Term: September 3, 1985 to December 20, 1985
Second Term: January 6, 1986 to June 27, 1986

	Instructional Days	Prof. Dev. Days	Holidays	*Exam Days		Week 1					Week 2					Week 3					Week 4					Week 5				
						M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September			3		16	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
							P	P	P	A	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2				
October		1			22		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
							3	4	5	6	7	1	2	3	4	H	5	6	7	1	2	3	4	5	6A	7	1	2	3	
November		1	2		18					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
										4	5	6	7	P	P	H	1	2	3	4	5	6	7	1	2	3	4	5	6	7
December	(6)	7			15	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
						1	2	3	4	5	6	7	S	S	E	E	E	E	E	E	H	H	H	H	H	H	H			
January		3			20			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
								H	H	H	S	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5
February			1		19	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
						6	7	1	2	3	4A	5	6	7	P	1	2	3	4	5	6	7	1	2	3					
March		7			14	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
						H	H	H	H	H	4	5	6	7	1	2	3	4	5	6	7	1	2	3	H	H				
April					22		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
							4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1A	2	3	4		
May		1		3	18				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
									5	6	7	1	P	P	P	2	3	4	5	6	H	7	1	2	3	4	5	6	7	1
June	(8)	1		2	18	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
						2	3	4	5	6	7	S	S	S	E	E	E	E	E	E	E	E	S	P	P	H				
Totals	(14)	21		11	182																								

* Counted in Instructional Days

A - ASSEMBLY/SPORTS DAY
S - 7 PERIOD DAY
H - HOLIDAY
E - EXAMINATION/MARKING DAY
P - PRO DEV/PAR-TEA/ADM DAY

Chart Two

Potential Impact of New Compulsory Courses on Existing Organization

(Based on Provincial Norms)

New Comp. Areas	Likely Grade	Increase in Teach. Time	Staff Reassign. or Retraining		Impact on Time Table		Impact on Facilities		Increase in Text. Orders	
			Comp./Acad.		Comp./Acad.		Comp./Acad.		Comp./Acad.	
French	10	High	High	Nil.	High	Nil	Nil	Nil	High	Nil
Soc. Studies	11-12	Moderate	Mod.	Nil.	Mod.	Nil	Nil	Nil	Mod.	Nil
Science	10-11	Moderate	Mod.	Nil.	Mod.	Nil	Mod.	Nil	Mod.	Nil
Man/Tech	10-11	Moderate	Mod	High	Mod.	High	Mod.	High	Mod.	High
Life Skills	10-11	High	Low	High	High	High	Low	Low	Mod.	Mod.
Fine Arts	10-11	High	High	High	High	High	Mod.	Mod.	High	High
Two Add.	10-11	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil

Legend: Comp. = Composite; Acad. = Academic

Notes

CHOOSING A SCHEDULING SYSTEM

There exists across Canada and the United States a wide variety of scheduling models, and many variations within each. Choosing the model most suitable for a particular high school or school district is one of the most important tasks associated with the implementation of the revised high school program. After careful review of the many related factors outlined in the previous section, 'Scheduling Considerations', that choice must be made.

A. Determine what is being done for students under your present pattern of instructional organization in order to provide a baseline from which to adjust to changes that will occur as the school moves from an 18 credit system to a 21 credit system.

B. Analyze the principal instructional organizational patterns that are used to schedule seven credits a year.

Chapter Two of SEMESTERING THE SECONDARY SCHOOL provides a good overview of patterns of instructional organization.

Appendix One presents an overview of four models of instructional organization that could be used to schedule seven credits a year.

Appendices Two, Three, Four, Five, and Six contain sample configurations for each of these models.

Notes

Appendix One

Four Models of Instructional Organization Used to Schedule Seven Credits a Year

(This Chart is Based on a Minimum 300 Minute Instructional Day)

	Model	No. and Length of Daily Periods	Individual Course Cycle	Annual Teacher Course Load	Teaching Periods Per Cycle	Student Contact at 30/ Class	Course Tumbling	Freezing and/or Assigning Courses to AM or PM
(1)	6 Period Day 7 Day Cycle	6/50 Min.	6 in 7 Days	6	36 of 42 (1 Prep for 6 Days) (0 Prep for 1 Day)	180 Total (150 for 6 Days) (180 on 7th Day)	Necessary	Optional
(2)	5 Period Day 7 Day Cycle	5/60 Min.	5 in 7 Days	6	30 of 35 (1 Prep for 5 Days) (0 Prep for 2 Days)	180 Total (120 for 5 Days) (150 for 2 Days)	Necessary	Optional
(3)	7 Period Day Optional Cycles	7/43 Min.	Daily	6	6 of 7 (1 Prep per Day)	180 Total (180 Daily)	Optional	Optional
(4) *	7 Period Base Combined One Period and Two Period Courses	7 5 3 1/43 M. 0 1 2 3/86 M.	Daily	6	0 2 4 6/43 M. 3 2 1 0/86 M. (1 43 Prep per Day)	180 Total (90-180 Daily)	Limited	Usually Necessary

* For schools adopting Model Four, which illustrates partial semestering, Department of Education policy requires that certain courses be taught on a year long basis.

Appendix Two

THREE TUMBLE SCHEDULING MODELS WITH SIX DAILY INSTRUCTIONAL PERIODS

(1)

7 Day Cycle, 6 Period Day
Tumbled Home Room

PERIOD	DAY 1	2	3	4	5	6	7
1	A_1	G_1	F_2	E_3	D_4	C_5	B_6
2	B_1	A_2	G_2	F_3	E_4	D_5	C_6
3	C_1	B_2	A_3	G_3	F_4	E_5	D_6
4	D_1	C_2	B_3	A_4	G_4	F_5	E_6
5	E_1	D_2	C_3	B_4	A_5	G_5	F_6
6	F_1	E_2	D_3	C_4	B_5	A_6	G_6

(2)
7 Day Cycle, 6 Period Day
Frozen Home Room

PERIOD	DAY 1	2	3	4	5	6	7
1	A_1	A_2	A_3	A_4	A_5	A_6	B_6
2	B_1	G_1	F_2	E_3	D_4	C_5	E_6
3	C_1	B_2	G_2	F_3	E_4	D_5	F_6
4	D_1	C_2	B_3	G_3	F_4	E_5	G_6
5	E_1	D_2	C_3	B_4	G_4	F_5	C_6
6	F_1	E_2	D_3	C_4	B_5	G_5	D_6

(3)

7 Day Cycle, 6 Period Day
Separate AM and PM Tumbling

		DAY						
		1	2	3	4	5	6	7
P	1	A_1	B_1	C_2	A_4	B_4	C_5	D_6
E	2	D_1	A_2	B_2	C_3	A_5	B_5	C_6
R	3	C_1	D_2	A_3	B_3	C_4	A_6	B_6
I	4	E_1	F_2	D_3	G_3	E_4	F_5	G_6
O	5	G_1	E_2	F_3	D_4	G_4	E_5	F_6
D	6	F_1	G_2	E_3	F_4	D_5	G_5	E_6

Course 'D' could be scheduled to swing between periods 3 and 4.

In Models (1), (2) and 3:

Instructional Day.....300 Minutes

Length of Period.....50 Minutes

Student Course Load.....6 Courses a Day

Course-Day Correlation.....6 Times in 7 Days

Normal Teaching Load.....5 Periods for 6 Days
6 Periods for 1 Day

Normal Teacher Preparation Time.....1 Period for 6 Days
0 Periods for 1 Day

Notes

Appendix Three

TWO TUMBLE MODELS WITH FIVE DAILY INSTRUCTIONAL PERIODS

(1)
7 Day Cycle, 5 Period Day
Tumbled Home Room

PERIOD	DAY 1	2	3	4	5	6	7
1	A_1	F_1	D_2	B_3	G_3	E_4	C_5
2	B_1	G_1	E_2	C_3	A_4	F_4	D_5
3	C_1	A_2	F_2	D_3	B_4	G_4	E_5
4	D_1	B_2	G_2	E_3	C_4	A_5	F_5
5	E_1	C_2	A_3	F_3	D_4	B_5	G_5

(2)
7 Day Cycle, 5 Period Day
Frozen Home Room

PERIOD	DAY 1	2	3	4	5	6	7
1	A_1	A_2	A_3	A_4	A_5	D_4	C_5
2	B_1	F_1	D_2	B_3	F_3	E_4	D_5
3	C_1	G_2	E_2	C_3	G_3	F_4	E_5
4	D_1	B_2	F_2	D_3	B_4	G_4	F_5
5	E_1	C_2	G_2	E_3	C_4	B_5	G_5

In Models (1) and (2)

Instructional Day.....300 Minutes
Length of Period.....60 Minutes
Student Course Load.....5 Courses a Day
Course-Day Correlation.....5 Times in 7 Days
Normal Teaching Load.....4 Periods for 5 Days
5 Periods for 2 Days
Normal Teacher Preparation Time.....1 Period for 5 Days
0 Periods for 2 Days

Notes

Appendix Four

TWO TUMBLE MODELS WITH SEVEN DAILY INSTRUCTIONAL PERIODS

(1)

5 Day Cycle, 7 Period Day
Tumbled Home Room

PERIOD \ DAY	1	2	3	4	5
1	A_1	G_2	F_3	E_4	D_5
2	B_1	A_2	G_3	F_4	E_5
3	C_1	B_2	A_3	G_4	F_1
4	D_1	C_2	B_3	A_4	G_5
5	E_1	D_2	C_3	B_4	A_5
6	F_1	E_2	D_3	C_4	B_5
7	G_1	F_2	E_2	D_4	C_5

(2)

5 Day Cycle, 7 Period Day
Frozen Home Room

PERIOD \ DAY	1	2	3	4	5
1	A_1	A_2	A_3	A_4	A_5
2	B_1	G_2	F_3	E_4	D_5
3	C_1	B_2	G_3	F_4	E_1
4	D_1	C_2	B_3	G_4	F_5
5	E_1	D_2	C_3	B_4	G_5
6	F_1	E_2	D_3	C_4	B_5
7	G_1	F_2	E_3	D_4	C_5

In Models (1) and (2):

Instructional Day.....300 Minutes
Length of Period.....43 Minutes
Student Course Load.....7 Courses a Day
Course Day Correlation.....Daily
Normal Teaching Load.....6 Periods a Day
Normal Teacher Preparation Time.....1 Period a Day

Notes

Appendix Five

CONFIGURATIONS USED TO COMBINE SINGLE-PERIOD FULL-YEAR COURSES AND DOUBLE-PERIOD ONE-TERM COURSES

(PARTIAL SEMESTERING)

Term One (T1): September to Mid January
Term Two (T2): Mid January to June

		(1)		(2)		(3)		(4)	
		T1	T2	T1	T2	T1	T2	T1	T2
P	1	A	A	A	A	A	A	A	A
E	2	B	B	B	B	B	B	B	C
R	3	C	C	C	C	C	C	D	E
I	4	D	D	D	D	D	E	F	G
O	5	E	E	E	E	F	G		
D	6	F	F	F	G				
S	7	G	G						

(1) 7 Single-Period Full-Year Courses: A, B, C, D, E, F, G

(2) 5 Single-Period Full-Year Courses: A, B, C, D, E
2 Double-Period One-Term Courses : F, G

(3) 3 Single-Period Full-Year Courses: A, B, C
4 Double-Period One-Term Coursess: D, E, F, G

(4) 1 Single-Period Full-Year Course : A
6 Double-Period One-Term Courses : B, C, D, E, F, G

This model demonstrates possible configurations for two terms. Single-period year-courses continue into second term, when new double-period or semestered term-courses are begun.

Instructional Day.....300 minutes

Length of Periods.....43 and 86 minutes

Student Course Load.....7-4 courses a day

Course-Day Correlation.....Daily throughout term

Normal Teaching Load.....3 to 6 classes a day

Normal Teacher Preparation.....1 single period a day

Appendix Six

SAMPLE TIMETABLE AND POSSIBLE STUDENT SCHEDULES FOR A SYSTEM COMBINING SINGLE-PERIOD FULL-YEAR COURSES AND DOUBLE-PERIOD ONE-TERM COURSES

(PARTIAL SEMESTERING)

The two configurations shown illustrate (1) a sample school timetable and (2) several possible student schedules using an eight period day that can provide for one or two lunch periods.

(1)

Sample School Timetable

43 Minute Periods for Regular (R) Full-Year Courses		86 Minute Periods for Semestered (S) One-Term Courses Each Semestered Period Contains Four Minutes of Break Time
9:00)	Period 1(R)	9:00)
9:43)		) Period 1(S)
9:47)	Period 2(R)	)
10:30)		10:30)
10:34)	Period 3(R)	10:34)
11:17)		) Period 2(S)
11:21)	Period 4(R) (Lunch Per.1)	)
12:04)		12:04)
12:08)	Period 5(R) (Lunch Per 2)	12:08)
12:51)		) Period 3(S)
12:55)	Period 6(R)	)
1:38)		1:38)
1:42)	Period 7(R)	1:42)
2:25)		) Period 4(S)
2:29)	Period 8(R)	)
3:12)		3:12)

R = One-Credit Regular Single-Period Full-Year Course
S = One-Credit Semestered Double-Period One-Term Course

Students enroled in period 2(S) take lunch period 5(R), enrol in period 6(R), and cannot enrol in period 3(S). Students enroled in period 3(S) take lunch period 4(R), enrol in period 3(R), and cannot enrol in period 2(S). No student can take both periods 2(S) and 3(S).

(2)

Sample Student Schedules

Possible Student Schedules Using ar Eight Period Day

Ten Possible Student Schedules
When Assigning Only Period 4 as
Lunch

1	R	1-2	S S
2-3	S S	3	R
4	Lunch	4	Lunch
5	R	5	R
6	R	6	R
7-8	S S	7-8	S S

1	R	1-2	S S
2-3	S S	3	R
4	Lunch	4	Lunch
5	R	5	R
6-7	S S	6-7	S S
8	R	8	R

1	R	1-2	S S
2-3	S S	3	R
4	Lunch	4	Lunch
5-6	S S	5-6	S S
7-8	S S	7-8	S S

1	R	1-2	S S
2-3	S S	3	R
4	Lunch	4	Lunch
5	R	5	R
6	R	6	R
7	R	7	R
8	R	8	R

1	R	1-2	S S
2-3	S S	3	R
4	Lunch	4	Lunch
5-6	S S	5-6	S S
7	R	7	R
8	R	8	R

Notes

(1) In this model periods 4 and 5 cannot be combined as a double or semestered period.

(2) Operating period 4 as a single lunch period limits the maximum number of possible different student schedules to 10.

(3) By assigning both periods 4 and 5 for lunch, twenty student schedules are possible.

R = One-Credit Regular Single-Period Full-Year Course

S = One-Credit Semestered Double-Period One-Term Course